



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

October 25, 2023

The Honorable Michael Rice
State Superintendent of Public Instruction
Michigan Department of Education
608 W. Allegan St.
Lansing, MI 48933

Dear Superintendent Rice:

I am writing in response to Michigan's August 11, 2023, request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amendment request meets ESEA requirements; accordingly, I am approving Michigan's amended State plan. A summary of Michigan's amendment is enclosed. This letter, as well as Michigan's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Michigan's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Michigan's responsibility to comply with these civil rights requirements.

Thank you for the work the Michigan Department of Education has invested in its consolidated State plan under the ESEA. If you need any assistance regarding its implementation, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

Adam Schott
Deputy Assistant Secretary for Policy and Programs
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Kelly Siciliano Carter, MDE

Amendment to the Michigan Consolidated State Plan

The following is a summary of Michigan's amendment request. Please refer to the Department's website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Michigan's complete consolidated State plan.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

- *Subgroups*
MDE removed an additional State-defined student subgroup from its statewide accountability system. MDE continues to include all statutorily required student subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
- *Long Term Goals*
MDE revised its long-term goals and measurements of interim progress for academic achievement, adjusted cohort graduation rates (ACGRs), and progress in achieving English language proficiency to use baseline data from the 2021-2022 school year. Each long-term goal has corresponding measurements of interim progress to ensure all students and each student group achieve the same goal by 2031-2032. The long-term goals are:
 - Academic Achievement: achieve statewide proficiency rates of 56.31 percent on the reading/language arts assessment and 43.94 percent on the mathematics assessment
 - Four-year ACGR: 93.00 percent
 - Five-year ACGR: 95.76 percent
 - Six-year ACGR: 96.34 percent
 - Progress toward achieving English language proficiency: 43.33 percent
- *English Language Proficiency*
MDE revised its definition of English language proficiency to require a student to achieve a composite performance level of 4.8 on the statewide assessment of English language proficiency.
- *School Quality or Student Success Indicator*
MDE set the following goals for each School Quality or Student Success (SQSS) indicator by 2031-2032 with corresponding measurements of interim progress:
 - K-12 Chronic Absenteeism: 73.83 percent of students not meeting the definition of chronically absent
 - K-8 Access to Arts/Physical Education: Achieving a ratio of 124:6:1 between students, fine arts instructors, and physical education instructors
 - K-8 Access to a Librarian or Media Specialist: Achieving a ratio of 125:1 between students and librarians/media specialists
 - Grade 11-12 Advanced Coursework: 52.15 percent of students in grades 11 and 12 completing advanced coursework
 - Postsecondary Enrollment: 64.37 percent of students enrolling in postsecondary education within twelve months of graduation

- *Targeted Support and Improvement – Consistently Underperforming Subgroups*
MDE revised its methodology for identifying a school for targeted support and improvement due to consistently underperforming subgroups (TSI) to identify each school that serves one or more student group that scores in the bottom quartile of school performance based on all indicators (i.e., Academic Achievement, Other Academic, Graduation Rate, Progress in English Language Proficiency, and School Quality or Student Success).
- *Targeted Support and Improvement – Additional Targeted*
MDE revised its methodology for identifying schools for additional targeted support and improvement (ATSI). From among schools identified for TSI, MDE will identify each school with one or more student groups performing at or below the same level as the lowest-performing five percent of Title I schools for ATSI. An ATSI school will be eligible to exit status after three years of identification.
- *Comprehensive Support and Improvement – Not Exited*
MDE updated its school identification timeline; an ATSI school has six years to meet the approved State exit criteria before it is identified for comprehensive support and improvement (CSI).
- *Annual Measurement of Achievement*
MDE clarified its use of student participation rates on statewide assessments in weighting the performance of a school and student groups on Academic Progress (i.e., Other Academic indicator). MDE will continue to adjust the Academic Achievement indicator calculation to ensure it represents participation of 95 percent or more students on Statewide assessments.
- *More Rigorous State-determined Action*
MDE updated the timeline for a CSI school to meet the approved State exit criteria before it is required to implement more rigorous State-determined actions from four to three years.

MDE also updated its description of more rigorous State-determined action required for a CSI school that fails to meet approved State exit criteria in three years. MDE created four levels of differentiated intervention for LEAs serving CSI schools to be implemented by the State Office of Partnership Districts. The four levels of intervention are baseline, partnership agreement (fundamental), partnership agreement (essential), and partnership agreement (intense). Each LEA serving a CSI school is assigned a level of intervention based on the reason for identification. If a CSI school fails to exit in three years (i.e., the State determined number of years), the level of intervention increases by one. The partnership agreement is customized to the LEA to ensure identified schools receive additional support.

- *Resource Allocation Review*
MDE revised its periodic review of resource allocation; it will review State level data on resource allocation (e.g., financial data) to support school improvement in each LEA in the State serving a number of schools identified for CSI, TSI, or ATSI that is two or more standard deviations above the mean every three years.

- *Other Continued Support*

MDE replaced its description of technical assistance to LEAs serving a significant number of identified schools to implement partnership agreements, informed by stakeholders, between such LEAs and MDE regarding how the LEA will work to improve student academic achievement.